



LENNY MARTINEZ—THE TECH

Hackers light the dome purple for Relay for Life.

Dean Randall responds to S^3 concerns on MIT Confessions

After several anonymous posts describe negative S^3 experiences, Randall encourages in-person feedback

By Karleigh Moore
STAFF REPORTER

Associate Dean of Student Support Services David Randall has responded to several anonymous MIT Confessions posts about S^3, some of which detail negative experiences with particular deans at S^3.

In an email to *The Tech*, Randall said that he finds the concerns expressed online very troubling. “Every student should leave our office feeling heard, understood, respected, and supported,” he said.

Randall confirmed that he himself had posted confession #4801, in

which he invited students to come to him personally with any problems they encounter at S^3 so that he can work with staff and students to make improvements.

“I do think we have a good track record of making the changes students want to see,” he said, citing satisfaction surveys. “Everyone who meets with a S^3 dean now has the option to provide anonymous, confidential feedback so that we know what we’re doing well and what we need to improve on.”

S^3 has been sending these surveys at the end of each month, for the past three semesters, to students who visited the office. Ran-

dall claims that these surveys have indicated that the “vast majority of people are satisfied with their experience” at S^3.

Randall said that it is impossible to follow up with students’ complaints when they are made anonymously and urges students to speak with him directly. However, some students fear that expressing negative opinions about S^3 will damage relationships with deans.

“Expressing feedback at S^3 will not have negative repercussions and switching deans will not have negative repercussions,” Randall

S^3, Page 9

CAP recommends changes to policies

Withdrawal, readmission process reviewed; recs seek clarified policies

By Katherine Nazemi
EDITOR IN CHIEF

A two-year “leave of absence” and a reaffirmation that students on leave are expected to return to the Institute to complete their degrees are among the recommendations detailed in a report released yesterday by the Committee on Academic Performance (CAP).

The CAP undertook a review of MIT’s withdrawal and readmissions policies after Chancellor Cindy Barnhart PhD ’88, responding to student concerns over the “clarity,

transparency, and fairness” of existing policies, charged the committee to gather feedback and recommend changes in fall 2015.

The review investigated four categories of withdrawal: voluntary, medical, required, and involuntary medical withdrawal. CAP readmits all students who leave MIT through one of these four processes; in contrast, students seeking to be readmitted after a disciplinary suspension would be reviewed by the Committee on Discipline.

Student Leave, Page 3

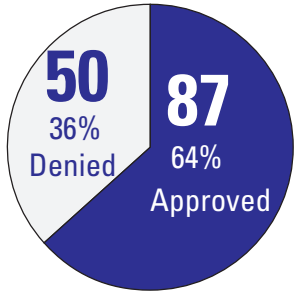
Academic Warnings

Academic year 2014: 266
10 year average: 297

Required Withdrawals

Academic year 2014: 23
10 year average: 40

Readmission Applications



INFOGRAPHIC BY COLLEEN MADLINGER

Storage options introduced to replace MET

Students have been struggling to find summer storage in light of the Metropolitan Storage Warehouse’s closure. Two new alternative options were announced on Monday last week.

All dorms except Baker, Mas-eeh, and Next have storage spaces that can be used in accordance with individual dorm policies

“as long as residents can provide proof of insurance,” according to an email sent to undergraduates by Associate Director of Housing Assignments Jennifer Hapgood-White. MIT’s Office of Insurance has recommended College Student Insurance.

Storage, Page 3

New minor in statistics and data science

Citing “widespread availability of and access to unprecedented amounts of data and computational resources,” MIT will offer a new minor in Statistics and Data Science through the MIT Center for Statistics.

The new minor will combine both classical statistics with the “increasingly relevant” field of data science, which is concerned with the management and processing of data.

To complete this new minor, students must take a total of six classes. Five come from four distinct categories: Foundation, Statistics 1, Statistics 2, and Computation & Data

Analysis. Students must also take a new capstone course, Computation and Applications (IDS.012).

Through courses like 6.01 Introduction to EECS I and 18.06 Linear Algebra in the Foundation category, 18.600 Probability and Random Variables in the Statistics 1 category, 15.075[J] Statistical Thinking and Data Analysis in the Statistics 2 category, and 6.036 Introduction to Machine Learning in the Computation & Data Analysis category, the minor focuses on providing a working knowledge of statistics, probability, computation, and data analysis.

—Lenny Martinez

Presidential & Vice-Presidential Election Results, Spring 2016		
Undergraduate Association		Votes
President	Sophia Liu '17	649/709
Vice-President	Daysi N. Gomez '18	
Class of 2017 Council		
President	Liana R. Ilutzi	211/222
Vice-President	Pragya Tooteja	198/206
Class of 2018 Council		
President	Colin O. Webb	258/334
Vice-President	Nikita D. Waghani	219/312
Class of 2019 Council		
President	Trevor L. McMichael	207/224
Vice-President	Tal Gilad	123/223
* For the Undergraduate Association election, presidential and vice-presidential nominees run as a single ticket.		

INFOGRAPHIC BY LENNY MARTINEZ

IN SHORT

Random Acts of Kindness Week is currently ongoing and will continue through tomorrow. An Open Mic with dinner open to the entire community will be held in the Media Lab tomorrow from 6:30 p.m. to 9 p.m.

The MIT Symposium to Explore Past, Present, and Future of Campus Design and Architecture will continue today from 8:30 a.m. to 12:30 p.m. in Kresge Auditorium.

The DormCon general body meeting is today at 7:30 p.m. in Burton Conner.

Send news and tips to news@tech.mit.edu.

CATCHING UP ON EMAIL QUOTAS

MIT Exchange email accounts will now allow users to store up to 15GB of email, IS&T announced on its website Tuesday.

This brings MIT’s email system, which had previously imposed a 2GB quota on users, in line with commercial email providers.

Google’s Gmail provides 15GB of storage while Yahoo mail provides 1TB.



PORTRAITS OF RESILIENCE

Healing your wounded inner child. **CAMPUS LIFE**, p. 13

EASTER AND THE SUPERNATURAL

Justifying an “unscientific” belief. **OPINION**, p. 5

SECTIONS

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Sports16

WEATHER

Chance of rain throughout the weekend

By Erik Lindgren
METEOROLOGIST

Two low pressure systems will bring rainy weather to the Boston area for the rest of the week. The first system has moved northeast from the central parts of the U.S. over the past few days, and should bring intermittent rain from Thursday night through Friday night. This low pressure system will cause strong southwesterly winds over the same time period. High temperatures will be in the mid- to high-60s during both Thursday and Friday, and Thursday night's low temperature will likely be around 55°F. This is well above the climatological mean high (50°F) and low (36°F) temperatures of this time of year.

Saturday will be partly cloudy with a high around 56°F, and we may have a chance to see the sun before the second low pressure system reaches us. This system will gain strength over the Great Lakes Saturday morning and move east. For now models predict that it will pass to the north of us, but forecasts this early in advance are always uncertain. The system may bring us rain or even snow through Saturday night and Sunday morning. Strong, northwesterly winds of over 30 mph, and colder weather with highs around 44°F, will follow on Sunday.

Extended Forecast

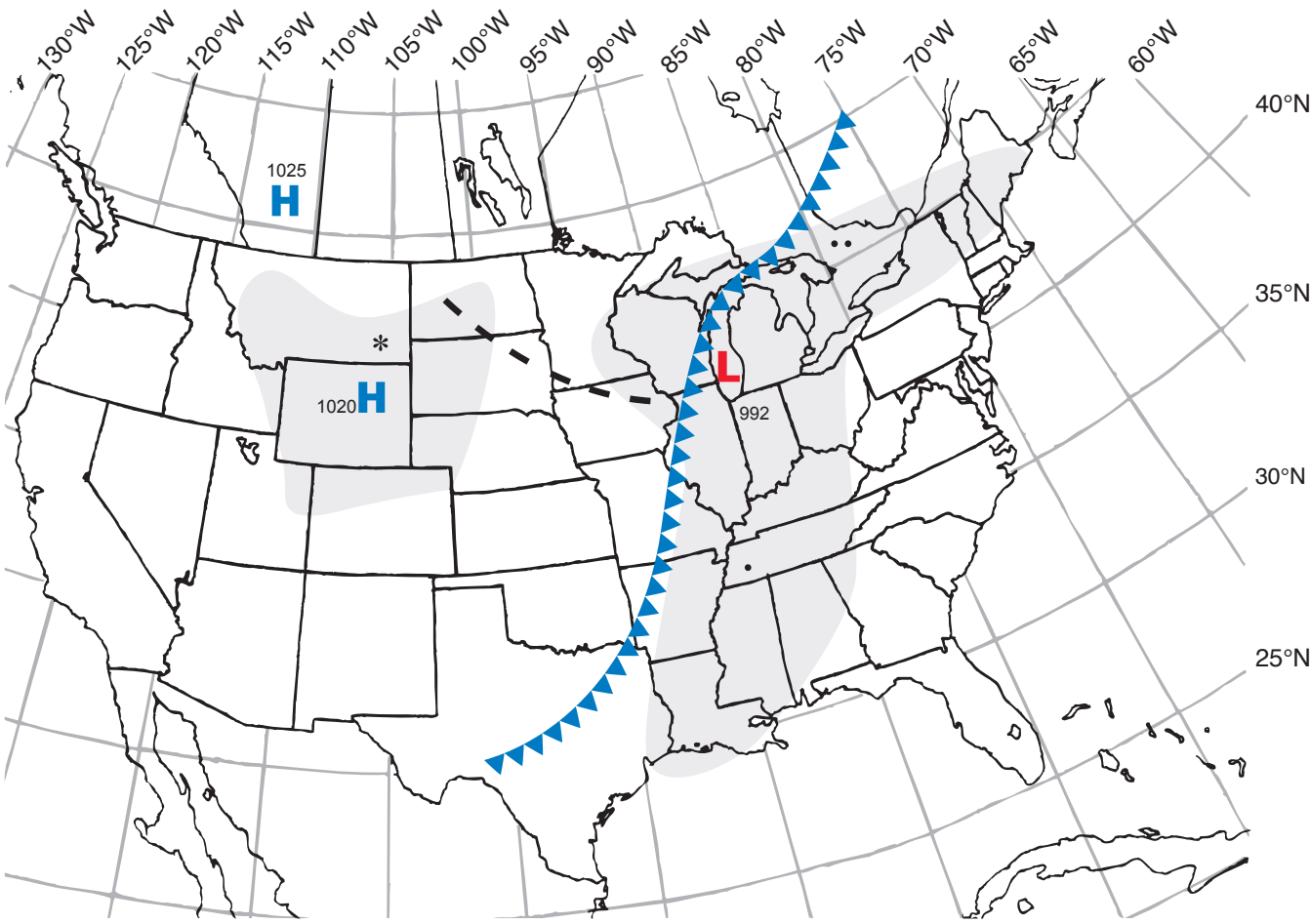
Today: Breezy, mostly clear. High 68°F (20°C). Winds SW at 20-25 mph.

Tonight: Breezy, rain likely. Low 55°F (13°C). Winds SW around 20 mph.

Tomorrow: Rain likely. High 66°F (19°C). Winds SW at 15-20 mph.

Saturday: Chance of rain. High 56°F (13°C).

Sunday: Chance of rain. High 44°F (7°C).



Situation for Noon Eastern Time, Thursday, March 31, 2016

Weather Systems	Weather Fronts	Precipitation Symbols		Other Symbols
H High Pressure	--- Trough	Shows	Snow	Fog
L Low Pressure	Warm Front	Light	Rain	Thunderstorm
§ Hurricane	Cold Front	Moderate		Haze
	Stationary Front	Heavy		



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mit2016.mit.edu/together-service

There are no classes held on Tuesday, April 19. Why not volunteer with CityDays!? Sign up today.

Storage, from Page 1

Alternatively, students can store their belongings with Piece by Piece Moving and Storage's, an option that the email calls "similar in price" to storage the Met provided. The email said that "DormCon has worked closely" with Piece by Piece to provide a small \$150 package, allowing up to three items; a large \$300 package, allowing up to seven items; and individual add-ons.

While the Division of Student Life recommends this vendor, students are free to choose any.

Students on the ec-discuss mailing list said that this option provides much less storage space than the Met. One student said that it boils down to the DSL saying "we understand that you like to spend X dollars, so we will offer you something for X dollars that is completely different." Other students said that the pricing is unreasonable.

Other students considered the price to be due to more services being provided by Piece by Piece, such as on-campus drop-off locations for belongings at the end of the school year and room delivery at the start of the next year. Several people felt that this would be logistically difficult.

Students were also concerned about lack of clarity, saying that there needed to be an explanation of what acceptable proof of insurance is.

"Both Piece by Piece and College Student Insurance will be on campus for several days so residents can sign up for their services or talk to a representative," the email said.

—Sanjana Srivastava

CAP recommends 'leave of absence' to support students' short-term leave

Leave would let students skirt formal readmissions process

Student Leave, from Page 1

The CAP, which comprises six faculty members, three student representatives, and six non-voting ex officio members, reviews on a semesterly basis the records of undergraduates who do not meet minimum academic standards, and may issue warnings or require a student to withdraw.

Among the recommendations is a proposed "leave of absence" that would allow students to take up to a two-year leave from the Institute without being required to go through a formal readmissions process. This could be used by students to take time to "clear their heads" or who are pursuing "meritorious opportunities" like internships, Charles Stewart, professor of political science and chair of CAP, said in

an interview with *The Tech*.

"Normalizing taking time away from MIT" was a critical goal of the recommendations, Stewart said.

The report also recommends changing the nomenclature used to describe the withdrawal and readmissions process.

"The terms 'withdrawal' and 'readmission' impose a significant barrier to student understanding of the processes associated with leaving and returning ... we must emphasize that time away from the Institute does not constitute a permanent severing of its relationship with a student," the report said.

Instead, the report recommends referring to students as "on leave" instead of "withdrawn," and using "return" rather than "readmission."

The report noted that students sometimes expressed "outright widespread distrust" in the processes leading to withdrawal and readmissions. A survey to gather feedback from 194 students at MIT who had withdrawn and been readmitted yielded 45 responses, which expressed mixed feelings about both processes.

In conducting the review, the committee heard from students "that the threat of invoking the involuntary medical leave policy has been used to coerce students into taking a leave 'voluntarily.'" The committee also found a high degree of student concern around psychiatric hospitalizations. It recommended that the Chancellor charge the relevant bodies with reviewing policies on involuntary medical leave, and psychiatric hospitalizations.

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Under Secretary of Commerce for Intellectual Property and
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Room 10-250



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GUEST COLUMN

MIT students examine Easter

Can belief in the supernatural coexist with a scientific worldview?

By David Kwabi and Tout Wang

Editor's Note: Professor Anne McCants of the History Department contributed to the editing process of this article.

This past weekend, Christians at MIT and around the world celebrated Easter. The occasion recalls a time two thousand years ago when, according to the New Testament, a man named Jesus was condemned to death by crucifixion in Jerusalem. It would be strange to make a celebration out of such an event, except the accounts also record that, three days later, Jesus rose from the dead, leaving behind an empty tomb and an initially bewildered but ultimately emboldened group of disciples, who began announcing his resurrection to the rest of the world.

At a place like MIT, an occasion like Easter raises the question of whether belief in supernatural events can coexist with a commitment to serious scholarship. Can someone be a credible academic and yet affirm a resurrection narrative that defies the laws of science? What we hope to explain is how, for Christians at MIT, belief in the resurrection complements, rather than contradicts, our scientific worldview. Along the way, we will consider limits to what science can tell us about the world, and how one can rationally evaluate a singular event from history that is not amenable to repeated testing.

By the standards of a modern biography, we know relatively little about Jesus. We have no descriptions of his appearance, nor do we know much about his family life beyond the names of his parents and four brothers. The New Testament describes his birth, includes a lone anecdote about a childhood episode at the temple, then skips ahead by more than two decades to the final years of his life. With so much lacking in the portrait we have of Jesus, there are those who suggest that he was an entirely mythical figure, conjured out of thin air like one of the Greek gods.

Yet in the context of history, we know more about Jesus than about any other individual from that era. Whereas we derive our knowledge of ancient rulers sometimes from a single coin inscription or a scrap of papyrus, there are more than forty different authors who mention Jesus within 150 years of his life — the writers of the New Testament, early church figures, a prominent Jewish historian named Josephus, several Roman intellectuals, and more. To put this in perspective, we have many more sources writing about Jesus than about the Roman emperor at the time. Consequently, the consensus among scholars is that there was certainly a man named Jesus who, after amassing a substantial following, was eventually condemned to death by crucifixion as an enemy of Rome. This is as much a fact of history as anything from the ancient world can be.

Beyond this consensus, there are prominent scholars like Bart Ehrman and John Dominic Crossan who reject the supernatural elements of the Jesus narrative as fictional embellishments. In their view, it was only after his death that his followers invented stories of miracles and the resurrection, to lend legitimacy to the continuing movement. However, there are also influential Christian thinkers such as N. T. Wright, Bruce Metzger, and F. F. Bruce who insist that, based on the manuscript evidence, the Jesus narrative cannot be so easily dismissed. The earliest New Testament documents were written within one generation of the events being recorded, rather than much later by authors with more room for invention. This leaves the text sprinkled with precise details of people and places that have been confirmed by archaeological evidence. The recorded teachings of Jesus also do not touch on any of the most fractious debates from the first centuries of Christianity, making it unlikely that the original text was embellished to advance the agendas of later

religious factions.

Yet even if one does not by default dismiss the resurrection as fabrication, it still presents the ultimate challenge to the integrity of the Christian narrative about Jesus. Surely we know from science that dead people do not come back to life again! In affirming the reality of the resurrection, though, Christians are not declaring that science is wrong — that people actually come back to life shortly after they die. The assertion is instead that, at one unique point in history, God overrode the laws of nature and restored life to a single person. This is by definition an “unscientific” truth claim, although not in the pejorative sense, but rather in the sense that it goes beyond what can be verified using the tools of science. We cannot devise a laboratory experiment to test whether Jesus rose from the dead. At most we can confirm that there are no contemporary examples of bodily resurrection, and be ready with our medical instruments to collect data if something extraordinary does happen moving forward.

This brings us to the philosophical question of whether we can know anything about reality beyond what science tells us. In the materialistic worldview, all of reality can be reduced to interactions between matter and thus probed by the tools of science, but the position is “unscientific” in the same sense as the resurrection truth claim above. The Christian perspective on the question is perhaps best articulated by the eminent physicist turned Anglican minister John Polkinghorne. In his words: “Science deals with an objective dimension, in which things can be manipulated and events repeated, thereby affording it access to the great weapon of experimental verifiability. Yet we all know that there are many levels of encounter with reality... in which neither manipulation nor repetition are possible without doing violence to the reality encountered.”

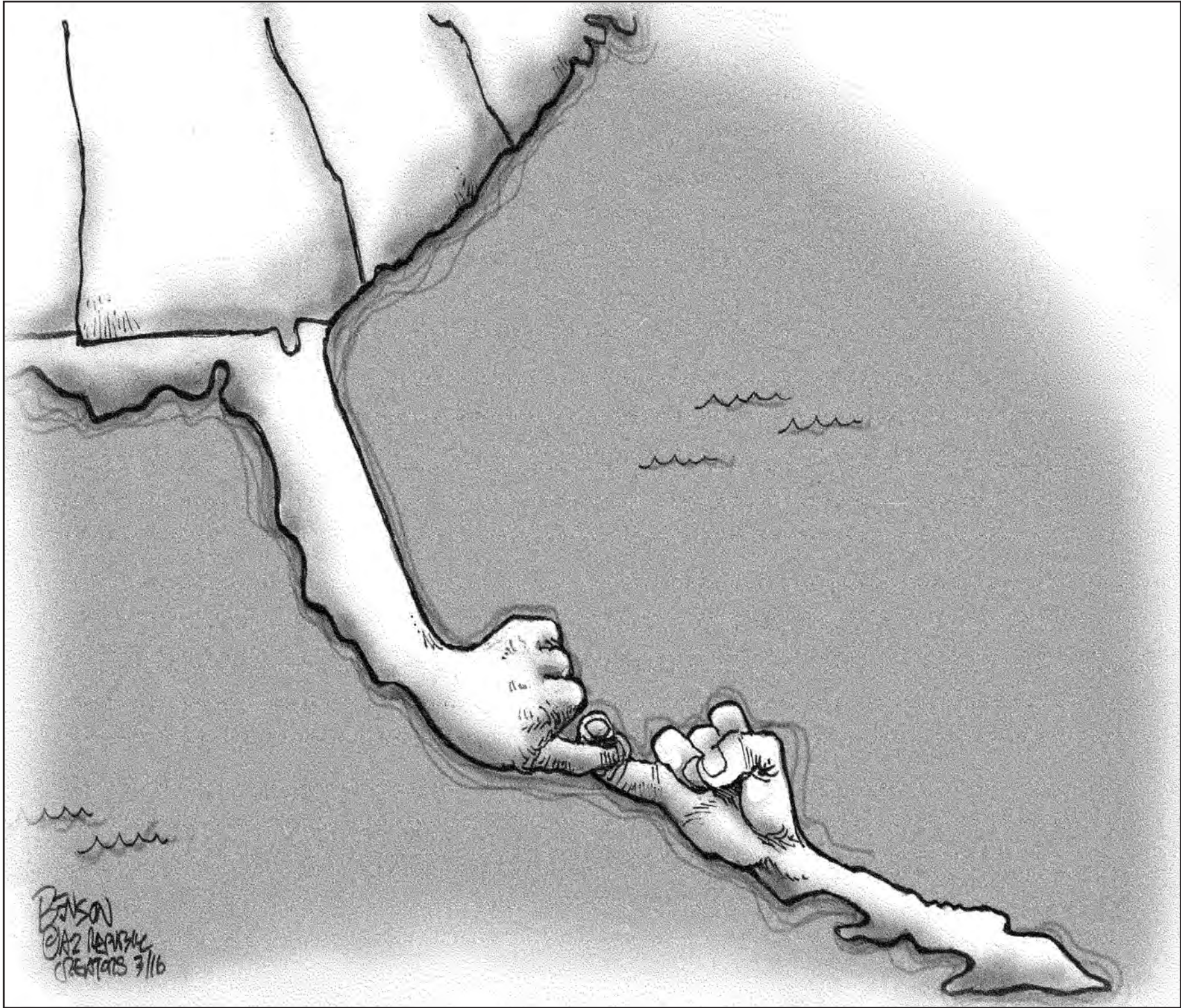
How then can one rationally interact

with these realities that are not accessible to the tools of science? Perhaps, in the case of the resurrection, one must decide whether it happened in history, not whether it can happen in science. Did the disciples actually find an empty tomb and later encounter the risen Jesus, as the New Testament accounts describe?

Skeptics have suggested that the disciples fabricated the idea of the resurrection as a coping mechanism in the wake of the devastating death of their leader. However, their insistence about the reality of the risen Jesus took them down a brutal road of persecution, and often death. While people have been known to martyr themselves because of abstract beliefs, the disciples died for insisting on the reality of their personal experiences. Another possibility is that some of them were hallucinating, but the manuscript evidence indicates that hundreds of people shared the same experience of encountering Jesus after his resurrection. Finally, even unsympathetic sources from the time acknowledge the presence of the empty tomb, offering only that the disciples must have stolen the body.

In the end, these considerations do not prove outright that the resurrection happened, because the tools of history cannot deliver the same certainty as the tools of science, especially when it comes to extraordinary claims of supernatural events. What they do suggest is that belief in the resurrection should not be casually dismissed as an irrational fantasy, but lingers even in the face of careful historical examination. For Christians at MIT who are committed to serious scholarship, the New Testament accounts of Jesus remain compelling under the light of rationalism, and rumors of an Easter resurrection echo still.

David Kwabi is a graduate student in the Department of Mechanical Engineering, and Tout Wang was a recent visiting graduate student in the Department of Physics.



Solution, page 15

Instructions: Fill in the grid so that each column, row, and 3 by 3 grid contains exactly one of each of the digits 1 through 9.

Solution, page 15

Instructions: Fill in the grid so that each column, row, and 3 by 3 grid contains exactly one of each of the digits 1 through 9.

Solution, page 15

Instructions: Fill in the grid so that each column and row contains exactly one of each of the numbers 1–6. Follow the mathematical operations for each box.

Solution, page 15

Instructions: Fill in the grid so that each column and row contains exactly one of each of the numbers 1–6. Follow the mathematical operations for each box.

Solution, page 10

- 1 Group of students
- 6 Mail-chute opening
- 10 Numbered musical work
- 14 Resulted in
- 15 Mama's mate
- 16 Scent detector
- 17 Roof edges
- 18 Is in debt
- 19 Exact double
- 20 Not so sure
- 22 Barnyard cacklers
- 23 __ and vinegar dressing
- 24 Come into view
- 26 Quick trip to the store
- 30 Mideast rice dish
- 32 Explosion sound
- 33 Graceful white bird
- 35 Supply with new
equipment
- 39 Spill the beans
- 40 Fortune-teller's __ cards
- 42 Have a snack
- 43 Next-to-last tourney rounds
- 45 T. Rex, for short
- 46 Funnel shape

1 Nile queen, for short
2 Dining table expander
3 TV commercial, for one:
Abbr.
4 Slow-cooker meal
5 "Already?"
6 Become inedible
7 Grass to be mowed

8 Columnist's piece
9 Graduation cap
 dangler
10 Not so sure
11 Political strength
12 Putting to work
13 Taste or hearing
21 Central part
25 Scratch up
26 Abates
27 Actor's part
28 Go here and there
29 Not so sure
30 Eiffel Tower locale
31 Privy to
34 Stroll in a stream
36 Shoe filler
37 "Winning __
 everything"
38 Those folks
41 Main subject
44 Droop
48 Annoying sounds
50 Attacked suddenly
51 Sir __ Newton
52 Feeling anxious

53 Glossy fabric
54 Bit of poetry
57 __ Scotia, Canada
58 Sword fight

59 Song sung alone
60 Apple tablet computer
61 Presidential rejection
62 Looks at closely

Spring 2016

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Cash Prizes will be awarded at a reception on May 4, 2016 for the following prizes:

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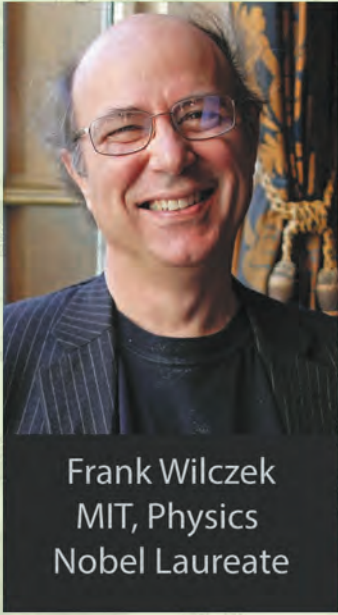
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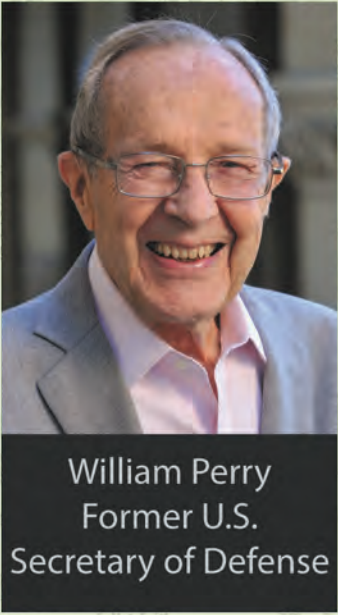
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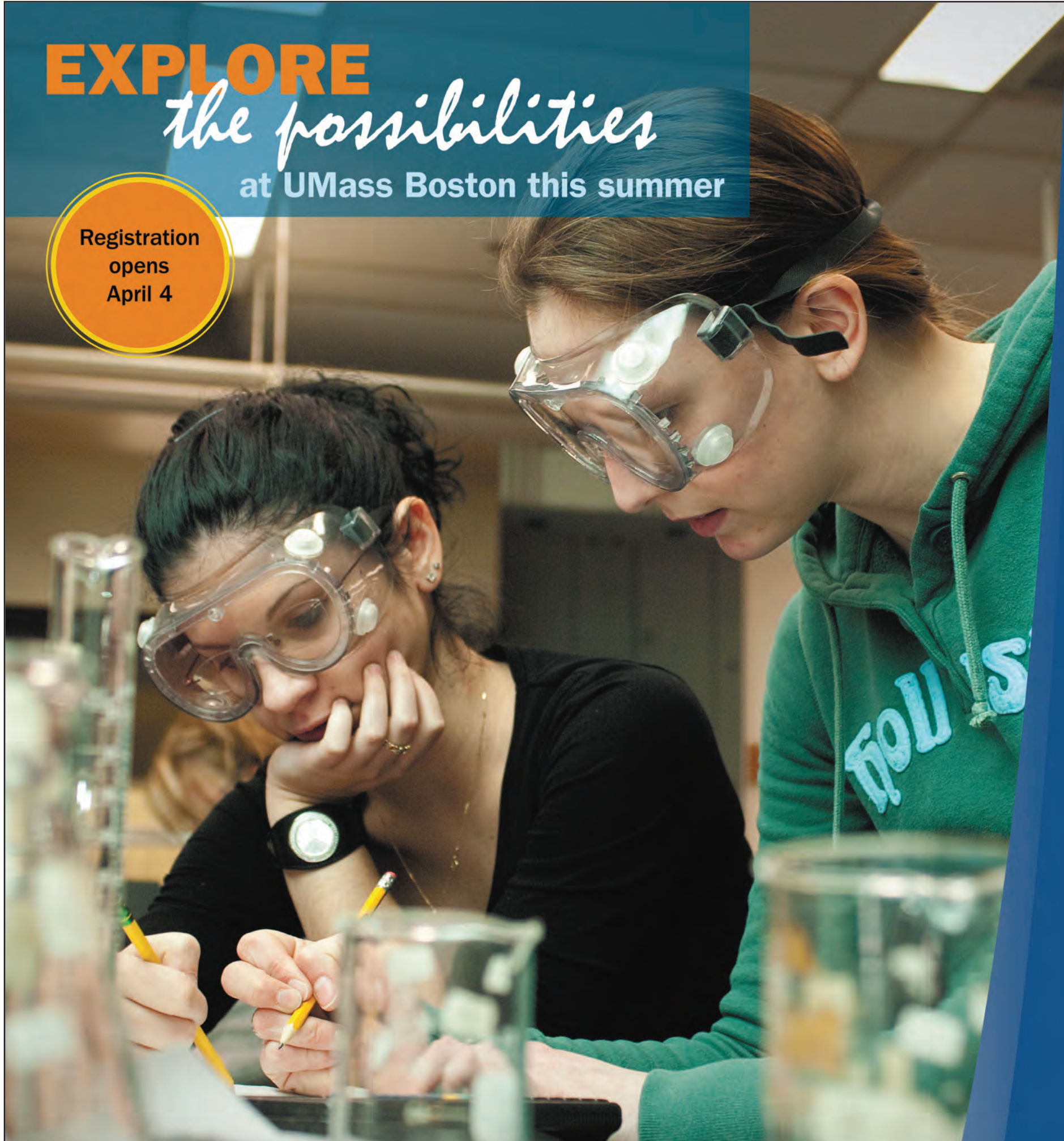
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Session I begins: 5/31

Session II begins: 7/18



Posters described varying responses to similar problems

Noted that S^3 deans' responses to student concerns varied widely

S^3, from Page 1

said in an interview with *The Tech*. "I look into every complaint that I receive."

Randall emphasized that he thinks that in-person conversations are "the best platforms to voice concerns, share ideas, and problem solve."

Some posts suggested that some deans have responded inadequately to students who had experienced problems such as sexual assault, hospitalization, and mental health issues. Others said that they received extreme responses to seemingly manageable problems.

When asked if deans are supposed to respond to the same problems in the same ways, Randall said

that S^3 does its best to be "as consistent as possible" but adds that the deans are "all human beings and all respond in [their] individual ways."

One poster revealed that they no longer felt comfortable going to S^3 after reading the negative confessions. Randall encourages students to seek help from S^3 if they are experiencing difficulties, and to avoid being discouraged by the current controversy.

Randall did not comment on the specifics of any post or the criticisms of any particular deans at S^3 but emphasized the importance of "fit" between the student and the dean. "For certain people, certain deans are not the right fit," he said.

The Tech is looking for **interactive graphic designers** to join its online media team.

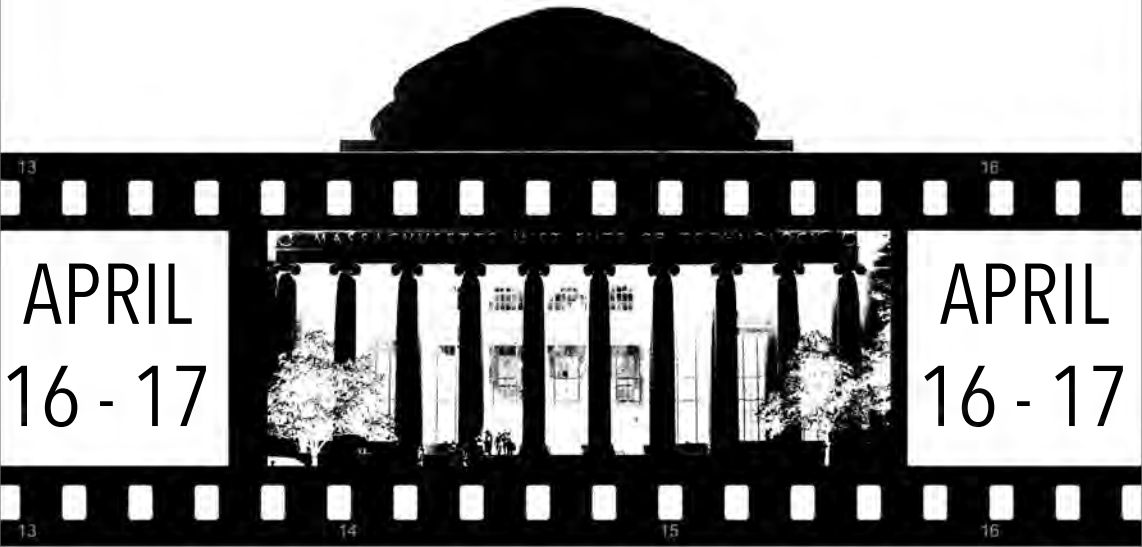
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Solution to Sore

from page 6

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L	E	D	T	O	P	A	P	A	N	O	S	E
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Master of Business Analytics Program

Time:
6 - 7 pm

Location:
MIT Room 3-333

April 6th,
2016

Pizza will be served!

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15-1 Management
15-2 Business Analytics
15-3 Finance

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Spring Info Sessions

Tuesday, April 5, 7-8pm, E62-262

Wednesday, April 13, 7-8pm, E62-276

Thursday, April 21, 7-8pm, E62-276



Contact **ugeducation@sloan.mit.edu** or visit
mitsloan.mit.edu/undergrad for more information

PORTRAITS OF RESILIENCE

Therese Henderson

Editor's Note: Portraits of Resilience is a photography and narrative series by Prof. Daniel Jackson. Each installment consists of a portrait and a story, told in the subject's own words, of how they found resilience and meaning in their life.

I was born in 1954 into a large family: seven kids, and I was number five. My father was an alcoholic and was verbally and physically abusive. In a big family like that, it was better to try to be invisible and not be noticed, because when you got noticed, you got in trouble, or hit.

I've been thinking a lot about this recently, about feeling invisible. Not to be able to show your feelings means you're not really acknowledging your feelings for yourself, just repressing them and stuffing them down. To learn that as a child, and then to continue doing that for years, you get really good at it.

Not to be able to show your feelings means you're not really acknowledging your feelings for yourself, just repressing them and stuffing them down. To learn that as a child, and then to continue doing that for years, you get really good at it.

People knew there was a problem and they just stayed away. My dad was a tough, nasty creature. He was so mean to people in the neighborhood that a lot of people, even kids in the neighborhood, just didn't want to have anything to do with us. It was really isolating and I didn't have a lot of friends. It was very embarrassing to have such an awful parent. I was ashamed of my family and never brought anybody home.

I always knew something was wrong, that there was a better way to live. I just didn't know where it was or who knew that secret, or who could help me with that. I didn't know I was depressed, or even what depression was. I just knew that I felt crappy all the time: when I was a kid, when I was a teenager, when I was a young adult. I was depressed all throughout my marriage, and I was also angry. I have come to learn that depression and sadness can be covered over by anger.

Once, in junior high school, I was trying to get some reaction out of my parents. It was dangerous to get that attention from my father, but I'm a teenager. I'm going to do things that teenagers do. I started dating black teenagers. We were not in an integrated neighborhood to say the least, and my dad was a huge racist. That did not go over well when they found out. My dad went up to the high school and talked to the principal and took me out of school.

He said, "You're not going back to school." I was terrified. I didn't know what was going to happen to me. What does this mean for my life? What does this mean for my future? You have to go to school.

I had no support from anyone. It was pretty bleak. The school was not coming to my aid. The teachers that I knew, the librarian that I was friends with, weren't coming to save me. I couldn't ask for help. I was ashamed and embarrassed to have such a horrible parent.

I have an older brother who died of drug and alcohol abuse a few years ago. He was the one that was the most abused by my dad, the most picked on. My dad softened up toward my youngest sister.

I'm absolutely convinced that my mother would have made it clear to my father that this child is your last chance to have a relationship with any one of your children, so if you don't do it with this child, then you're not going to have a relationship with any one of them. I have thought about this a lot over the years.

After I was divorced, I had a roommate for a couple years who was getting group therapy on healing her wounded inner child. I thought this sounded really interesting, so I went to see that therapist, and I joined a new group that she was running.

A black and white portrait of a woman with shoulder-length, wavy grey hair and thin-rimmed glasses. She is smiling slightly and looking towards the camera. She is wearing a dark, long-sleeved top and a multi-strand necklace featuring various beads and a large, ornate pendant. Her arms are crossed in front of her. The background is dark and out of focus.

COURTESY OF DANIEL JACKSON

I took to it very quickly. There were things like journal writing with the non-dominant hand to access your inner voice. I really liked that a lot, and I still use that.

All of us in the group would go out and buy cheap dishes at thrift stores. Then we would have our date, throwing plates and dishes at the wall. Just to get the anger out, and it was all about our parents.

All of us in the group would go out and buy cheap dishes at thrift stores. Then we would have our date, throwing plates and dishes at the wall. Just to get the anger out, and it was all about our parents. You have to be angry at your parents before you can

forgive them.

I was raised Catholic. It's supposed to be a great benefit if you can forgive everyone, but you really can't do that automatically. You have to learn how to do that, and I think I have certainly learned a lot about forgiving by going through it. And throwing the plates helped a lot.

I practiced all the new skills I learned with my wounded inner child for four years over and over and over again, just like you have to do with an actual little kid. She asks the same questions over and over. Is it okay that I feel this way? Did I do something wrong? She tells me how I feel about things even if I am not sure. She will pull up things from the past, and I will say, "I didn't even know that that was what I was feeling, or where that came from."

I think of my inner child as mostly healed. I'm not sure that she will ever be 100 percent healed. I don't have the feeling of the angst. The sadness and the fear and that constant kind of bad feeling has gone away.

I feel like I got my life back. It's a miracle. My inner child definitely helps me with that. I can access her joy at a lot of things: when I'm walking in the woods, walking down the street, when I see people dancing

or singing or listening to music.

My life is totally different now. I feel like I'm 16 years old and I've got the rest of my life to live, but I'm not worried about it. I'm not concerned about it. I can enjoy and feel things without having any bad repercussions or anything bad happening to me.

I do artwork for myself and I draw, sometimes with my non-dominant hand. I take such joy in that. It's been five years since the end of group, and I have a stack of journals that is growing. I'm just having a great life.

Therese Henderson is an administrative assistant in the Sloan School of Management.

This project is supported by the Undergraduate Association's Committee on Student Support and Wellness, chaired by Tamar Weseley '17 and Alice Zielinski '16. To participate in the project, or to learn more, contact ResilienceProject@mit.edu.

There are many ways to find help. Members of the MIT community can access support resources at mindhandandheart.mit.edu. To access support through MIT Medical's Mental Health & Counseling Service, please call (617) 253-2916 or visit medical.mit.edu.

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Solution to Sun
from page 6

8	4	1	3	9	2	5	7	6
2	6	7	5	1	8	9	4	3
5	3	9	6	7	4	8	1	2
6	7	8	9	5	3	4	2	1
1	5	4	8	2	7	3	6	9
3	9	2	1	4	6	7	8	5
9	8	5	7	6	1	2	3	4
7	2	6	4	3	9	1	5	8
4	1	3	2	8	5	6	9	7

Solution to Star
from page 6

2	3	4	6	5	1
3	4	5	1	6	2
5	6	1	3	2	4
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4	5	6	2	1	3
6	1	2	4	3	5

Solution to Moon
from page 6

4	7	2	3	8	9	5	6	1
3	9	6	5	1	4	2	8	7
5	8	1	2	6	7	3	9	4
9	5	4	7	3	6	1	2	8
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1	4	9	6	2	8	7	5	3
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Solution to Planet
from page 6

6	4	2	3	1	5
1	5	3	4	2	6
2	6	4	5	3	1
3	1	5	6	4	2
5	3	1	2	6	4
4	2	6	1	5	3

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should say grammar



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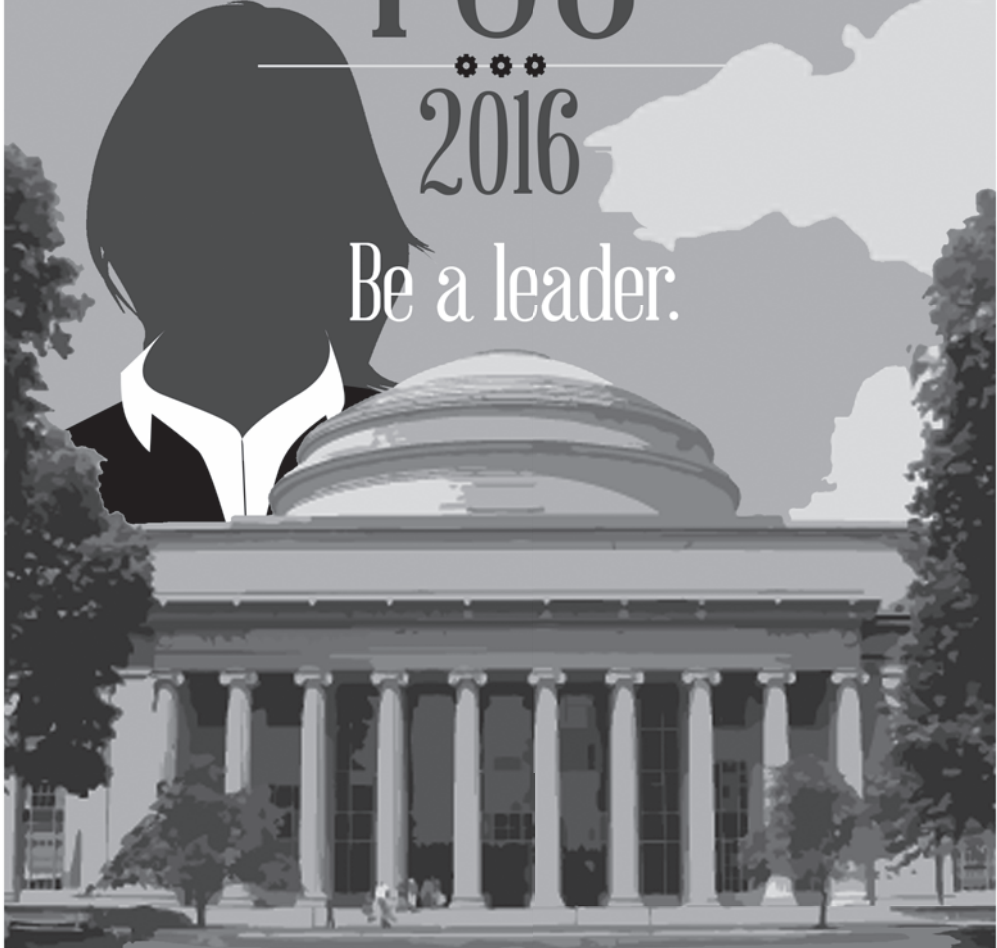
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